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ABSTRACT

Ten articles on continuing professional education are presented. Titles and authors are as follows: "Merging Continuing Education and Inservice Teacher Education: A Concept Worth Exploring" (Alvah M. Kilgore); "Ablative Absolute Continuing Education, Ignorance Flees" (Ben J. Wiens); "Humanize! Individualize! Personalize! Through Contracting" (Carl C. Fehrle); "Project Hite: A School of Education and Psychology Mobilizes Its Resources for Continuing Education" (Judith M. Stillion); "What Does Systems Theory Offer Off-Campus Programs?" (Judith A. Redwine); "Early Reading: Should We? Should We Not? (John J. Dlabal, Edward J. Dlabal); "1981 Independent Study Survey Results" (M. Edward Ratliff); "Successful Marketing of Career and Professional Development Programs: A Case Study" (Donald Shandler); "HRD: The Timely Opportunity" (John J. DeRolf); and "Research on Teaching and Learning Styles: Implications for Teacher Evaluation" (Nolan Armstrong, Frank Lanning, John J. Dlabal). (SW)

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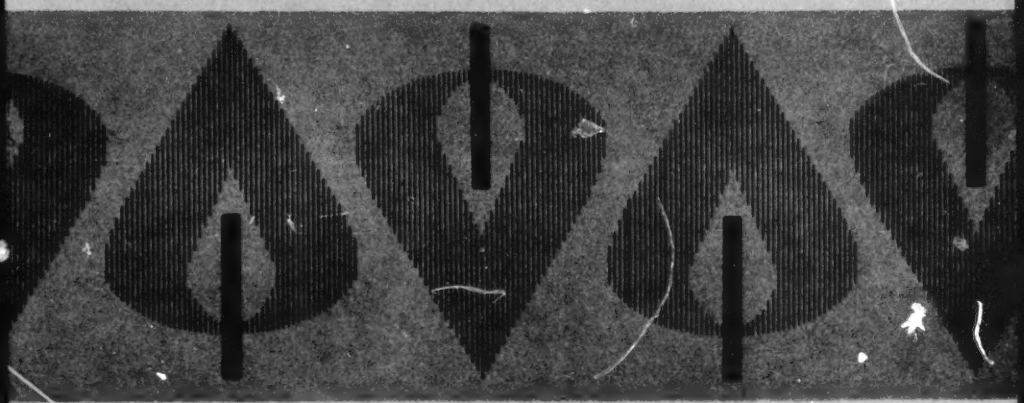

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THE NEW CAMPUS

THE NEW CAMPUS is published annually each spring as the official organ of the Association for Continuing Professional Education. Membership is limited to colleges and universities holding regional accreditation and providing organized field services, and to individuals interested in Continuing Professional Education. *THE NEW CAMPUS* is included in the annual institutional membership fee of $100.00. Inquiries or applications for membership should be made to the Executive Vice President.

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An Invitation to Publish

The Association for Continuing Professional Education is a national organization whose purpose is to improve education at all levels through lifelong learning among professionals and other persons associated with educational endeavors. The Association was organized in February, 1922, in Chicago. Any institution of higher education with activities related to those of the Association may apply for institutional membership. Professional membership is open to persons whose major commitment includes the continuing education of persons concerned with education. While the core of the membership has historically been among colleges and universities involved in teacher education, it is recognized that many persons other than teachers in schools and colleges contribute to education and that their contribution can also be furthered by their lifelong learning.

THE NEW CAMPUS is published annually each spring as the official journal of the Association for Continuing Professional Education. The Association invites authors from any and all sectors to submit original articles related to continuing professional education for consideration of publication in *The New Campus*. Only original articles, short reports, and reviews of pertinent writings prepared specifically for *The New Campus*, will be considered. It is further stipulated that these articles have not and will not be sumitted for publication elsewhere unless the Editor decides not to publish in *The New Campus*. Articles are considered for publication by an editorial board and should be submitted no later than December 31 each year to the Editor.

The following format has been established by the current editorial board as guidelines for submission of articles.

Format for Submission

1. The article should be typewritten, double spaced, on 8½ x 11-inch plain white paper. Place title 2 inches down from the top of the first page with 6 single spaces between title and beginning of content.
2. Use a 1½-inch top margin on all except the first page. Use 1½-inch left and right margins and a 2-inch bottom margin on all pages. Use a 10-space paragraph indentation.
3. A cover page should include author's name; current title; name, address, and telephone number of institution or business; and concise biographical data.
4. Be parsimonious in the use of tables; include only essential data, and combine tables where possible.
5. Avoid footnotes wherever possible.
6. Photographs are not encouraged.
7. Please submit four copies of the manuscript by the December deadline.

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MERGING CONTINUING EDUCATION AND INSERVICE TEACHER EDUCATION: A CONCEPT WORTH EXPLORING

Alvah M. Kilgore

Introduction and Purpose

Meeting the needs of the non-traditional student appears to be a mission of off-campus or extension programs during the next decade (Dlabal, Lanning and Pourchot, 1980). They reported that, generally, the delivery of off-campus courses could be expected to fall within a college or university structure, e.g., three credit courses, offered in the college time frame, meeting for 45 contact hours, traditional pedagogy, and expectations similar to on-campus courses. It was concluded that different structures, strategies and scheduling will be needed to "make extension or off-campus offerings a viable part of the expanded educational experiences of higher education." (p. 62)

Inservice education for school personnel has been one potential vehicle used by some extension divisions for delivering off-campus courses. For the most part, the traditional courses and conditions surrounding them have been the primary delivery vehicle offered in the off-campus mode. Several conditions in the schools have or are changing, and the literature of inservice education has provided some additional guidelines that might be used in developing some non-traditional, off-campus programs and experiences for school personnel.

This paper merges the concepts of inservice education and the practices and projections of continuing education into what might be considered some different approaches. After a brief literature review of inservice program theories and practices, a case study is described wherein the concepts and practices of inservice are wedded with some different structures from extension practices.

Inservice Education

Inservice programming in public and private schools, as has been practiced, has not been well received by most participants, whether the program has been conducted by local district administrators or college personnel (Kilgore, 1980). Additionally, teachers' perceptions and expectations of college courses and professors are quite different in field-based courses and inservice types of activities when compared with degree seeking students in on-campus programs (Kilgore, Walter and Moore, 1980).

Teachers are becoming geographically more stable, are approacing forty years of age, and fifty percent have, or nearly have, their master's degree (Howey, 1976). The implications for program development and delivery under the conditions described by Howey are quite different than offering a three hour college course in an off-campus setting. Consideration must be given to the needs of a degree holding, forty year old adult learner and deal with concepts such as teacher renewal and teacher burn-out. Additionally, school personnel recognize the need for imple-

About The Author

Dr. Alvah M. Kilgore is Associate Professor, Curriculum and Instruction, Teachers College, University of Nebraska-Lincoln.

menting new programs, developing different evaluation and instructional improvement strategies, and at the same time meeting individual needs of instructional and administrative personnel.

Research and literature pertaining to inservice education are reporting theories and principles that appear to make a difference. Stevens and Scott (1977) reported that one emerging concept centered around collaborative decision making and the involvement of teachers in developing and implementing curricular and instructional inservice programs. The Nicholson et.al. (1976) report provided several tentative and testable principles for inservice program development and management. First, regardless of who the instructor(s) might be, programs were most effective when taught as close to a teacher's natural setting as possible, e.g., the school classroom. Second, school-based inservice programs that were jointly planned by administrators and teachers, and where appropriate, college personnel, were generally more successful. This principle recognizes the importance of the building administrator as both a participant and active supporter of inservice programming. Programs will generally not be successful without this administrative support. Third, more benefits were reported for teachers and students when activities and programs were part of a long range district or school inservice program. Finally, successful programs were those that allowed for individuality of participants, activities were geared to classroom applications, and teachers became "teachers" of other teachers in a "sharing" environment.

Dlabal et. al. (1980) identified four basic student needs areas: locational, expanding careers, changing professional needs, differing goals and expectations. A fifth need that emerges for continuing education personnel to consider centers around the concept of meeting public school and other types of institutional needs, and the individual needs of teachers as they relate to their institutions. Public and private schools are particularly in need of outside help in developing and implementing staff development programs. Delivering traditional three hour courses may meet the needs of a few individuals, however, the Kilgore et. al. study provided data to indicate that field-based programs must be geared to field needs rather than to higher education needs. If the Howey study is any indication, most off-campus education types of courses are not taken to meet degree requirements.

One could argue, quite rationally based upon the information presented, that courses must be different in the field as opposed to on-campus courses. The purposes and needs are different yet no less important to those wishing to participate. Continuing education personnel are now in a position to justify their programs in a different and unique way. Long range, in district, credit bearing programs may be negotiated with school personnel and allow the expertise of college level instructors to interact and impact in the field in a more productive way. This writer, and others, after several years of taking on-campus courses to the field as well as developing some unique field courses, have begun to think that parallel but different programs should or could exist in a graduate school; the on-campus, theoretical and research oriented programs, and the field-based, long term, applied or practical programs that appear to meet the needs of a stable and aging teacher population. If degrees are a part of the consideration, perhaps parallel but different degrees might be offered. Following is a description, in case study form, of such a program. It is different, it meets school personnel needs, uses the expertise of university personnel, and was negotiated and developed with continuing education personnel, instructional staff and public school officials and teachers.

Merging Inservice and Continuing Education: A Case Study

In an attempt to merge the principles of inservice education with a continuing education program several conditions should be in place. First, continuing education administrators and faculty who will support long range programs (two or more years); second, a college faculty willing to work on such projects (if different from continuing education faculty); third, a willingness on the part of graduate school administration (and faculty) to agree to different delivery systems and program requirements; and fourth, willing teachers and administrators in a public school setting.

These conditions were not totally in place at the beginning of this case. College personnel along with public school people began preliminary negotiations during a regular off-campus course. An outgrowth of the negotiations was a meeting with continuing education administrators which resulted in the preparation of a proposal to the graduate college that included: a request for a two year, credit bearing course structure (twelve credit hours) that met local school district needs in terms of times for delivery and sequencing of course activities. The graduate college had to be assured of professorial involvement and commitment at all stages, an appropriate number of class contact hours, and the availability of graduate level resources and materials for the participants. With the successful completion of these negotiations, the actual program was ready to be started.

The school district, located three hundred and fifty miles from the university, is located in a city of about six thousand persons and has a professional staff of approximately ninety. The city is a county seat and also is the base for an intermediate service unit which serves a four-county area. Service unit personnel were involved in the development and continued support of the project. Although there are other institutions of higher education within one hundred and seventy-five miles of the pilot district, they are either out of state or do not offer field-based courses needed by the school district.

The faculty of the school district has been stable with no more than one or two turnovers in pesonnel in the past two years. Although the majority of the teachers are in their middle and upper thirties, less than half have master's degrees due to the inaccessbility of programs. There was little in the way of inservice or staff development programs available and those that did occur were usually the one-day a year meeting with someone from outside the district delivering a lecture-workshop type of activity. In addition, there was a need voiced by both faculty and the administration to develop an evaluation system for the improvement of instruction.

The operationalization of the project included use of many of the principles derived from inservice literature and manifested themselves as follows:

1. The program would be two years in length with a possibility of a participant earning twelve university credits if desired. The program was voluntary for the teaching staff.

2. Administrators and teachers would participate together at the onset. The first semester activities included a course to train teachers and administrators as "cadre," that is, to be able to train other teachers. Ten teachers along with the five district administrators (including the superintendent) would serve as the training group. Each building was represented and a building team was developed. University personnel provided all instruction during the first semester. Course content, as desired by district personnel, was based primarily on the work of Bruce Joyce and Marsha Weil (*Models of Teaching*).

3. The courses were not structured to a university calendar nor to weekly meeting requirements. Rather, the structure was developed to meet the school district timetable and university personnel availability, e.g., participants and instructors met for five, two-day sessions between October and January of the fall semester, one day of each session being a Saturday.

4. Each cadre team (a building principal and some teachers), upon successful completion of the first semester's training program, would offer a course at the building level for each of the next three semesters. Each building team would work out a schedule for their teachers and needs. It was required, however, that a minimum of forty-five contact hours for three credit hours be maintained (as required by the graduate college).

5. College personnel would meet regularly with the cadre and, when necessary, with building faculty members, in a supportive role. The primary concept in this practice was to allow the opportunity for teachers to be the primary teachers of other teachers, while continuing to provide organizational and substantive support to the cadre. In addition to on-site support and further instruction by college personnel, an amplified telephone system supplied by the Division of Continuing Studies and the intermediate service unit would provide additional and immediate support to the cadre whenever needed.[1]

6. The participating district would allow university personnel to collect data and develop a research-evaluation design for the program. Data collection would include teacher morale, attitudes and behaviors; student attitudes and outcomes, and administrator behaviors and attitudes.

7. Additional courses or programs and activities could be developed at any time as outgrowths of the original program and/or changes and new directions in terms of teacher and district needs.

University personnel involved in the project included the Director of Statewide Programs from the Division of Continuing Studies and two faculty members from the Curriculum & Instruction Department in the School of Education. A doctoral student was also a member of the traveling faculty. Program costs were generally funded from student tuition, however, the Division of Continuing Education subsidized travel expenses as part of its commitment to experimenting with this type of program. Additionally, one faculty member was subsidized by the college by having this assignment constitute one-third of his total teaching load.

Additional funds were supplied by the intermediate service unit to help finance costs accrued as a result of materials, testing and evaluation instruments, computer costs and additional consultants if needed or desired.

The research-evaluation design included a pre-post teacher and student data collection scheme incorporated into an experimental design that would change dependent upon participants at a given period of time. The cadre served as the first experimental group, and data were collected from them and their students. A randomly selected group of non-participating teachers was used as a control group. Presage data using teacher opinionaires, student evaluations of teachers, self-reporting devices on teaching behaviors and test data from students indicated that the control and experimental groups were not different in any significant ways. Post test data will be collected at the end of the first year of the program.

At the time of this writing the program has completed the first phase, the cadre have been trained and have organized building level inservice programs that will be initiated during the second phase. Unanticipated "spin-offs" and conditions

resulting from the first level of activities provided the planners with both good and bad news. The good news included:

1. A high level of curiosity and verbal commitment by non-involved teachers to become participants during the second and third phases. It would appear that the cadre had shared their enthusiasm with their colleagues to the point of having them register for the program.
2. Administrators and teachers in the intermediate service unit area are also requesting involvement in the program, and in some cases, wish to start programs in their local districts. Also, the superintendent of the pilot district is willing to have his teachers provide the inservice experiences to these other districts.
3. The pilot district is now requesting additional courses and activities from the extended campus division that will extend the program into other areas of need.

The bad news included:

1. Higher than anticipated material, consultant and travel expenses. The distance and cost of travel exceeded the budgeted amounts.
2. Reduction in funding at the University resulted in retrenchment and reduction in force being introduced. On-load faculty time is being eliminated along with financial support for the second year of the project. Unless district enrollments in the graduate programs are high enough to meet expenses, the program may have to be modified or eliminated.

Summary and Discussion

The merging of inservice/staff development programs and principles with the practices, resources and delivery systems of extended campus or continuing education practices appear to be another viable alternative for consideration by continuing education personnel. A variety of different constructs are possible, all of which call for the development of unorthodox structures to meet both individual needs of the learners, but the institutional needs in the settings in which the learners work. The stability, degree status, and higher age levels of public school teachers, for example, will require the development of new delivery systems that do meet both institutional and personal needs of the participants. The traditional off-campus course structure will have difficulty surviving under these new conditions.

Along with program changes will be the difficult task of negotiating new program guidelines and delivery systems with traditional graduate school personnel. Standards must be maintained, however, the purposes for programs of the off-campus nature are changing. Additionally, program finances must be considered in different ways, especially in an era of retrenchment. Budgets and personnel for two or more year programs must be developed, rathe than the traditional semester by semester planning.

The case study presented here describes one way of meeting some of these conditions. With the implementation of technological tools, program delivery options become more viable, especially in cases where long distances separate the university programs from their constituents. It is in these ways that we open options that more readily meet the changing needs of our schools and school personnel.

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Footnotes

1. For a description of the amplified telephone system for instruction, see "An Analysis of the Potential of the Telephone as a Viable Instructional Tool," by Charles Koelling and Richard Robinson, *The New Campus*, 1981.

ABLATIVE ABSOLUTE CONTINUING EDUCATION, IGNORANCE FLEES

Ben J. Wiens

Literature is full of success stories used to advertise continuing education but few can back up those claims with statistically sound reports. What continuing education promoters need is feedback so that results can be used to compare successful strategies, eliminate obvious ineffective elements, and identify good practice in adult education.

The continuing education program at The Pennsylvania State University and other universities have a long history of success stories. Most of the evidence has been collected by means of letters from satisfied "customers", growth in enrollments, and requests for cooperative programs by industry and educational organizations. By means of continuing education, the universities have provided educational opportunities to all parts of a given region. In Pennsylvania The State University as well as public and private institutions are offering programs in continuing education to many groups requesting such services. The very nature of higher education is continuing education in most communities.

During the 1980-81 school year a summary was done of the open ended responses by students in 169 courses offered at seven different campuses in eastern Pennsylvania. There were 623 responses from a total of 995 students. The average enrollment per class was 14.42 students. The majority of these students were in the education sector of their communities. Course offerings and student distribution are shown in the following chart.

Course Offerings and Distribution of Students

Campus	No. of Course	No. of Students
A	1	10
B	5	58
C	6	112
D	29	434
E	15	200
F	1	12
G	12	169
Total		
7	69	995

About the Author

Dr. Ben J. Wiens is Professor of Adult Education and serves as coordinator for the College of Education-Continuing Education programs in the eastern part of Pennsylvania, The Pennsylvania State University.

The term continuing education is typically used to mean that education taken by students on a part-time basis either in evening programs, special workshops away from the main university campus, or taken in addition to being fully employed in activities other than full-time learner. Students may be in programs leading to possible vocational changes, improving possibilities for promotion or advancement, and/or for personal desire to remain intellectually active and fence off obsolescence. Efforts to accomodate individual differences in adult learners have lead to the individualization of courses in continuing education. The advent of the community college popularity is direct evidence of a need for a change in the modes of instruction, Weisberger (1971) notes this as "ironic" not only because of the leadership roles that colleges and universities are supposed to play, but also because they more than any other sector of education are being pressed, even challenged by their student bodies, to become relevant and to consider the dignity and worth of the individual."

There is nothing conceptually new about the whole idea of teaching adults or about creating evaluation instruments to attempt to measure the success of continuing education programs.

If you ask adult students, teachers, or school administrators to identify the characteristics of effective teachers, they will always include enthusiasm as one of the teacher characteristics. In a study done by Rosenshun and Furst (1971), the results placed enthusiasm third in their list of behaviors related to student achievements. Although the study deals with secondary education, the results for adult students in continuing education appear to be the same. In some informal studies done at Pennsylvania State University with the use of open ended comments about instructor characteristics, enthusiasm appears as the second most important element of success in the classroom environment. Knowledge and preparation appear to top the list when responses are summarized.

Response Distribution on PSU Study

Like Best		Improvement Needed	
Instructor:			
Attitude/personality	17	Exams	14
Sense of humor	6		
Knowledge & preparation	47	More discussion (group)	23
Enthusiasm	37	Frequent mini papers	5
		Objectives not clear	21
Content:			
New Ideas	75	Media	15
Clear Objectives	13	Not enough in depth	25
		More hand-outs	16
		Content (overlap)	16
		Remediation & relevance	13
Methodology:			
Informality/methods of teaching	59	Format	6
Group participation	56	Instructor preparation and actions	9
Text/readings	15	Texts and assignments	16
No stress	22	Personal experiences	3
Grading (exams) system	10		
Student oriented/ practical	68		
Homework/handouts	15		
Use of class time	1		

The responses given by students tended to fall into three categories: instructor characteristics; content of the course, including objectives; and methodology. The chart below indicates the distribution of responses. Some of the categories reflect the intent of the respondent as interpreted by the writer. The numbers indicate the frequency with which each category appeared on the evaluation form.

A review of literature suggests the enthusiastic teacher is one who reflects a sense of commitment, excitement, involvement, and a thorough involvement in the subject matter. As a result, lessons appear to be stimulating and students seem to be responsive and appear to enjoy the activity. The third item that adults typically reflect in the sequence of instructor characteristics is one of attitude and a pleasing personality. All of this seems to confirm that knowledge and preparation coupled with enthusiasm is a common characteristic of an instructor who receives high ratings from his adult classes.

The origin of the word enthusiasm comes from the Greek word meaning "possess." An enthusiastic person apparently was someone who was literally inspired by a powerful force. In a more current interpretation of enthusiastic teaching, the word means stimulating, energetic, animated, and versatile. Cruickshank (1980) found that a teacher who presents materials with appropriate gestures, animation, and eye contact will have students who will achieve better on tests than will the teacher who does not gesture, reads in a monotone, and generally behaves in an unenthusiastic manner. Again, the question is does this also apply to the adult student, and the answer appears to be yes with a slight variation. Knowledge and preparation seem to be of somewhat greater importance to the adult because of his/her own advanced knowledge brought into the classroom.

It is interesting to note that some of the characteristics identified above are nonverbal acts which suggests that these are just as important as verbal ones. Teachers want students to be interested in what they say, but forget that students are going to respond in terms of what the instructor said as well as how it was said.

On the Instruction Evaluation Form (IEF) used by The Pennsylvania State University, when students were asked, "what they liked best" about the course a large percentage of the responses came under the category, "I received new ideas." Apparently the adult learner comes to a class with the intent of acquiring new information and therefore respects the characteristics of an instructor who is well prepared and knowledgeable about the subject matter he/she is teaching. The concept of new ideas from courses translates into wanting to present a better image vocationally, and, therefore, the adult concentrates on updating previous information and acquiring new concepts in continuous study.

When summarizing student open ended responses given at the end of courses in continuing education the tendency is for them to fall into three categories: (1) instructor characteristics, (2) content of the course — including whether the objectives are clear and, (3) methodology. In the last category, the three most frequently listed items include student oriented, practical, informality and group participation. For the adult the critical item in a continuing education class appears to be one of personal involvement in the learning process. Instructors who appear to receive low ratings or who are failures as instructors of adult classes appear to be those who do not include the needs and goals of their students and simply conduct the class on the basis of personal selection of what is important in the particular subject matter. Adults tend to want to revise their own thinking by updating information, substantiating some of their beliefs and thinking, and modifying their behavior as a result of the new information incorporated into their reservior of knowledge acquired as lifelong learners.

Another section of the open-ended questionnaire in continuing education courses included a question referring to what do you suggest for improvement of the course for the future. The categories receiving the highest number of responses included, "not enough in depth; and more discussion by the group", followed closely by, "the objectives of the course were not clear, more handouts needed to provide information, overlap of content with other courses, and text and assignments need changing."

If we summarize what students look for in a class instructor characteristics of knowledge and preparation is coupled with enthusiasm; content is coupled with new ideas, and methodology is coupled with student oriented, practical, informality, and group participation. This suggests an interesting pattern of instruction for success in working with the adult student.

It is interesting to compare research studies done by individuals with emphasis on elementary, secondary teaching and extrapolate the information to patterns for teaching adults. It would appear that adults place a great deal of emphasis on personal involvement in the learning process. Possibly it suggests peer teaching techniques with careful guidelines from the instructor as a useful technique in working with adults. In other words, the role of the teacher may be rotated among the various groups, but under the careful guidance of the instructor assigned to the class who has overall knowledge and goals clearly in mind.

In the elementary and secondary schools, we frequently hear the statement that much human behavior is learned by watching others. Does this also apply when teaching adults? If behavior is not satisfying or is unrewarding, we are less likely to practice it. Adults may also fail to match or change their behavior if they do not see the relevance of behavior to the information being learned, or they may fail to code the information adequately in their own memory as it relates to their own fund of knowledge and possible behavior modification. If teachers are well versed and display excitement about their subject, there is a chance that the student will model that behavior and, in turn, become more excited about the subject matter.

Enthusiasm for learning subjects is a form of modeling, but does this also work with teaching adult learners? It would appear from student responses that teachers need to determine what behaviors adults respond to and then examine teacher activity to determine what behavior is most effective in working with adult students. The other side of that same coin may be that teachers need to examine the behavior of their students, discover their strengths and weaknesses, and deal with corrective behavior or modifying behavior as opposed to assuming that all behavior that students will be learning in class is new, unusual, and different.

Adults want to be involved in the learning process, they respect a knowledgeable and enthusiastic teacher who provides them with new and useful information, but the process must include informality, group participation, and be student oriented . This combination is an inspiring powerful force which turns on adults.

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HUMANIZE! INDIVIDUALIZE! PERSONALIZE! THROUGH CONTRACTING!

Carl C. Fehrle

Since the winter of 1975, the University of Missouri-Columbia College of Education has offered an alternative teacher education program in cooperation with the Columbia Public Schools. This program is known as the HIP Project (Humanizing, Individualizing, and Personalizing Education). At the present time the program (approximately 48 semester hours) is divided into three semesters. These are known as Blocks I, II, and III; and each block coordinates a field experience in the Columbia Public Schools with University classroom activities. In this way the University students spend one-third of their time (2 hours per day) in their assigned public school elementary classrooms testing the information and techniques presented in the college courses.

How Contracting Individualizes Education

In recent years various methods of individualized learning procedures have been implemented at all levels of the educational process. This writer has been assigned the responsibility of teaching the elementary social studies course in two two-hour blocks of time each week in the HIP Program. It has been his experience that the HIP Program lends itself to individualized instruction on the college level, and he has found the process of contracting for grades has been most beneficial in this social studies course. Allotted time permits lecture, large group discussion, small group discussion, and one-to-one interaction with the students. The schedule for the week is posted a week in advance so students may elect small group or one-to-one interaction. All general information is given at the lecture period, and the objectives are discussed at the beginning of each period. The course includes eight projects that each student may elect to complete to the satisfaction of the instructor and use in the classroom where he/she aides.

After the students receive the syllabus for the course, they immediately see that the suggested projects, by their very nature, lend themselves to individualization. For example, the students are free to decide which kind of a transparency they want to make, for which unit, and for what grade level. After the transparency is completed, they decide on the procedure for use in their field experience. Some may use the transparency with two or three children, or with the entire class. Others may show it to the cooperating teachers in the public school to get their evaluation. They may choose to extend the concept by creating a second transparency. The student may develop an original idea for use in the classroom.

Following the classroom use, the classroom teacher (known as the cooperating teacher) discusses the lesson and its effectiveness with the college student and writes a few comments to the college professor.

The eight projects which encourage individualization require the student to: (1) make a transparency that teaches a concept; (2) evaluate one of the texts from a text-

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book series and use the book with a group of three or four elementary students; (3) prepare a two-minute script for a taped lesson which teaches and/or reinforces a concept; (4) interview a senior citizen and discuss schools, family living, industries, transportation, entertainment, and government before 1930. The college students are to assemble this information into a booklet for use by students in an elementary school; (5) take a field trip to a place of business or industry. Interview someone new on the job, someone who has worked there for ten years, and someone who is ready to retire. The students are to take pictures; prepare a bulletin board for classroom use; and give an oral report to the college class members. Each student is to evaluate the field trip for elementary students; (6) plan a detailed lesson plan for one day; (7) organize an educational game; and (8) read one of the reserve books on teaching techniques and make an oral report to three other students. Some of the projects will have due dates; others are left to the option of the student.

Contract Grading

At the beginning of the course, the students have the opportunity to decide the grade for which they wish to contract. At various times during the term, the students evaluate their selected goals and discuss the grade contract with the instructor. A student who had contracted for an "A" might decide to recontract for a "B". Likewise, a student who has gained confidence during the course or discovers he/she wants to exert more effort, can recontract for a higher grade; from a "B" to an "A". The instructor never changes the contract goal for the student without a student/instructor conference and the student's permission.

Grade requirements, which are included in the contract, are renegotiable. A student who wishes to contract for a grade of "C" must successfully complete five of the eight projects outlined previously; score at least eighty percent on three mastery tests. If the eighty percent level is not achieved, the student may take another form of the test or an oral exam. Satisfactory completion of this alternate testing will result in the contract grade of "C".

To earn a grade of "B", the student must do all eight projects and achieve eighty percent on the three mastery tests. A contracted grade of "A" stipulates that the student must complete the eight projects; achieve a ninety percent on the three mastery tests; and do a research project using the knowledge learned in the course, or prepare a unique activity which must have the instructor's approval. The instructor allows as much freedom as possible for the students to choose the project that will be most valuable to them.

Managing Paperwork — A Personalized Feeling

To permit the students to work at their own speed, an individualized procedure for collecting the work and returning the work to the students in a confidential manner has been designed. Each has a folder which is kept in a file drawer. The folder is available to the student at all times and note paper is kept inside the folder so the teacher and student can communicate with each other. Also, the student knows at all times what work has been accepted, what has to be redone, and the instructor's evaluation of it. Often the instructor would write personal notes of encouragement on the project papers or ask the students some stimulating questions to clarify their thinking. Test grades are recorded inside the folder, and the test papers are placed in the folder. No student needs to share this information.

Student Feedback

Twenty-three students were enrolled. Twenty-two students in a recent class completed a questionnaire evaluating the projects, contracting procedures, and the individual folders used in the course. It was of importance to learn how the students valued the projects in order to see if the objectives of the course were met. Each project was to have a purpose and to be of practical value to the student when aiding in the classroom.

The results of the evaluation of the projects were as follows:

PROJECTS	EDUCATIONAL VALUE				
	None	Little	Moderate	Great	Other
Making a transparency			2	20	
Evaluating a textbook			3	19	
Writing a script			7	14	1-moderate or great
Interviewing a senior citizen		4	5	13	
Taking a field trip		3	7	12	
Preparing a lesson			6	15	1-no response
Educational game			6	16	
Book on techniques		2	3	15	

The results of the attitudes toward contracting were:

Please select one of the following:

__2__ 1. have never contracted before.

__11__ 2. have contracted once before.

__3__ 3. have contracted twice before.

__1__ 4. have contracted three times before.

__3__ 5. have contracted more than three times.

____ 6. no response.

Indicate your feelings about previous contracts:

__6__ 1. liked extremely well.

__6__ 2. liked.

____ 3. disliked.

____ 4. disliked extremely.

Indicate your feelings about contracting for this course:

__17__ 1. liked extremely well.

_5_ 2. liked.

___ 3. disliked.

The students were asked to express their views on mastery tests and to evaluate the difficulty of the tests. The results were:

Do you believe in mastery tests?

_19_ Yes

_3_ No

The mastery tests for this course were:

___ 1. too easy.

_14_ 2. easy.

_8_ 3. difficult.

___ 4. too difficult.

The final item of the questionnaire evaluated the usefulness of the individual folders. The responses were:

___ 1. of no help in knowing my progress.

_1_ 2. of some help in knowing my progress.

_21_ 3. of great help in knowing my progress.

Summary and Conclusions

The students felt the projects were of great educational value. Of the projects the two receiving the highest rating were making a transparency and evaluating a textbook.

The students indicated they believed in mastery tests and found them easy. One student stated they were challenging but not overwhelming. Another student stated the test questions sampled the material well and were difficult enough, but with adequate preparation they weren't extremely difficult.

Most college students had contracted for a grade before and the majority liked their previous experience with contracts.

The students expressed a liking for this experience of contracting. One student stated, "I really appreciated the contract and knowing where I stood with what I had to do. I honestly feel the way I evaluated everything. This has been a very positive course for me. I feel as if I've learned how to broaden and apply the aspects encompassed in social studies to my life as well as the lives of "my children." Thanks so much for a valuable learning experience."

The students appreciated the individual folders. One student stated that the folders provided a good way to check, and that he liked the method of turning in assignments.

From all indications on the survey the students found the approach useful and practical. Several mentioned the group technique was very useful. Although the process of humanizing, individualizing, and contracting was additional work for the instructor, it did permit him to become better acquainted with the students and

become cognizant of their strengths and weaknesses. Also, it was rewarding to know that the work was not only beneficial and appreciated, but that these prospective teachers would be inclined to individualize, humanize, and personalize their teaching with elementary students.

PROJECT HITE: A SCHOOL OF EDUCATION AND PSYCHOLOGY MOBILIZES ITS RESOURCES FOR CONTINUING EDUCATION

Judith M. Stillion

The discovery of common beliefs among University faculty sometimes can result in the creation of a new approach to educational outreach programs. Such a happy circumstance occured at Western Carolina University in 1979. A group of faculty met together and discovered that although they came from different disciplines and backgrounds, they shared some major philosophical beliefs regarding the teaching-learning process. Among these beliefs were the following: (1) Every person is inherently valuable; has untapped talent; is a natural learner. (2) All people are shaped by the invitations they receive. (3) Educators can create an invitational setting for optimal learning, and can make a positive difference in people's lives. (4) The ultimate goal of schools and other institutions in a democratic society is to provide success experiences for every member. (5) People can learn methods and techniques that invite growth. (6) Education is a lifelong process.

It was no accident that all of these beliefs came to be encompassed under the umbrella of invitational education. Invitational education is a fresh approach to education, first articulated by William Purkey. Since its inception, it has captured the attention of many educators. It now is represented by the Alliance for Invitational Education which has three campus centers — one at University of North Carolina, Greensboro; one at Brock University in Canada; and one at Western Carolina University. The Alliance sponsors research and service programs as well as summer workshops. In addition, it is represented in the American Educational Research Association by a special invitational education interest group. This special interest group sponsors symposia designed to extend the theoretical basis of invitational education as well as to report empirical studies related to its tenets.

Faculty at the Western Carolina University enthusiastically agreed to identify themselves as associates of the invitational education. They organized under the title Project HITE, an acronym which refers to the associates' commitment to heightening talent of all individuals through invitational education. While the associates of Project HITE are available for individual presentations, that is not their main interest.

They seek out school systems which are attracted to the individual philosophy and attempt to offer professional in-service education at every level and about many aspects of the teaching learning process. A partial list of the topics which are addressed by the HITE team include:

- The inviting school
- The inviting administrator
- The inviting curriculum
- The inviting teacher

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- The invitational hierarchy: A new model for teaching-learning
- The inviting counselor
- The hazards of misinvitations and disinvitations: Improving interpersonal effectiveness
- Inviting the special child
- Nonverbal communications as an inviting process
- Sexism in education as a disinvitation to growth
- Adult development: Growth after age 18
- Today's woman: Invitations to growth
- Up the career ladder: How to invite success
- Lifelong learning: Is there intellectual life after high school?
- Inviting the potential drop-out
- Inviting success in marriage
- Successful again: What are the right invitations for career change?
- Stress vs. distress: Inviting success in stress management
- Issuing invitations to the developing child at different ages
- Invitations to effective parenting

As can be seen from the list of partial topics, the HITE Associates do not limit themselves to professional education topics only. Taking their cue from the philosphy of invitational education, which maintains that all people are valuable, they address teachers, administrators and others on many topics which have personal meaning and which indirectly add to their professional effectiveness.

The ideal situation from the perspective of the HITE Associates, is to be contacted by a school system with a request for an integrated staff development program. When the personnel from a school system contact Project HITE, they are informed of the philosophy and approach of the Project. They are then encouraged to identify from among the topics listed, the specific concerns which their school system would like addressed and to suggest any other topics they might like included. Thus, teachers and/or administrative personnel are included in the planning of the training. Such details as the number of hours of in-service training desired, the make-up of the audience, arranging for continuing education unit credits (if desired), dates, remuneration, place and time are also worked out jointly.

Once the details are settled, the HITE Associates meet and draw up a suggested plan of instruction based on the identified needs and resources of the school system. In this way, every in-service program is custom-made for each contracting agency.

Project HITE Associates are beginning to place emphasis on developing invitational models for the evaluation of their offering. Each associate in the past has routinely distributed an evaluation form for his/her session. In addition, at the end of the series of instructional programs, participants have been asked to evaluate the entire program. Presently, however, the Associates are working toward developing a set of objectives for each presentation which can be evaluated on a pre-post basis and from multiple perspectives: cognitive, affective and behavioral.

In addition to helping plan the evaluation strategy, the objectives will serve as part of the information given to school personnel as they select their individual programs. The HITE team is also working toward developing applied, experiential approaches whenever possible as part of their teaching approach. Such approaches would require that participants evaluate current teaching strategies in light of the invitational framework, target areas that need change, attempt such change and share the results.

In summary, Project HITE is composed of a group of concerned educators at Western Carolina University who share the beliefs inherent in the invitational approach to education. In attempting to implement this approach with interested school systems, the Project HITE Associates serve as role models, utilizing the invitational approach themselves. They encourage involvement of school personnel in designing the programs to be delivered, and they conduct sessions with the assumption that participants are valuable, natural learners who can best learn in a situation which invites their participation and expects their success. Finally, the associates are attempting to create an evaluation model which emphasizes cognitive, affective and behavioral changes, rather than success or failure, thus implementing an invitational approach to evaluation.

WHAT DOES SYSTEMS THEORY OFFER OFF-CAMPUS PROGRAMS?

Judith A. Redwine

Carpenter and Hadden (1964) distinguish between professionals and technicians by defining the former as those who have the training that facilitates the creation of operating rules from abstractions or theories whereas the latter apply rules generally made by someone else and do not necessarily have an understanding of how these rules were developed. Administrators of off-campus programs will, no doubt, prefer to be described as professionals rather than as technicians using a "cookbook" approach to administration.

Having made this choice, then the administrator must identify bodies of knowledge or theories that will give rise to the many operating rules that will be the basis for day to day decisionmaking. Because these theories will help to explain occurrences and to show how one event is related to another, they will enable the administrator to predict the outcomes of decisions. One of the most practical theories for the administration of off-campus programs is that of systems theory. This article will present some concepts and principles of systems theory and then will propose applications of these to off-campus programs.

Let us begin by developing a common understanding of the basic concepts comprising systems theory: system, suprasystem, subsystem, coordinate system, and systems' purpose, processes and content.

A system has been defined by Banathy (1968) as:

> a deliberately designed synthetic organism, comprised of interrelated and interacting components which are employed to function in an intergrated fashion to attain predetermined purposes. p. 3

A system operates within the larger context of its environment which can be termed its *suprasystem*; a *subsystem* is a part of the system which operates as a system itself. The other systems within a suprasystem can be termed *coordinate systems*.

Applying these concepts, an off-campus program can be defined as the system; either the institution or the site where the program is located can be considered as a suprasystem and appropriate coordinate systems can be identified for either case as seen on the following page.

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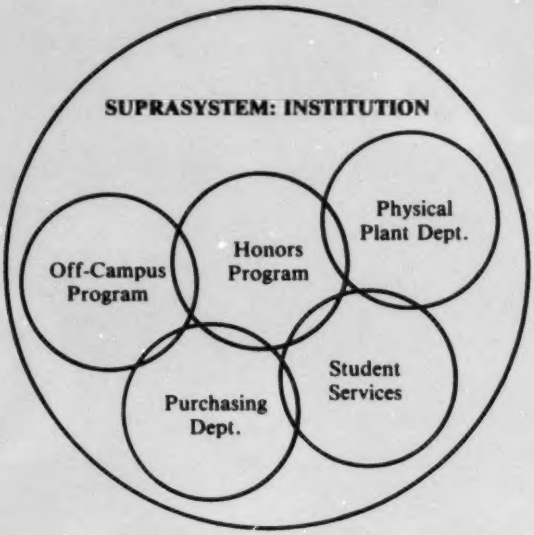
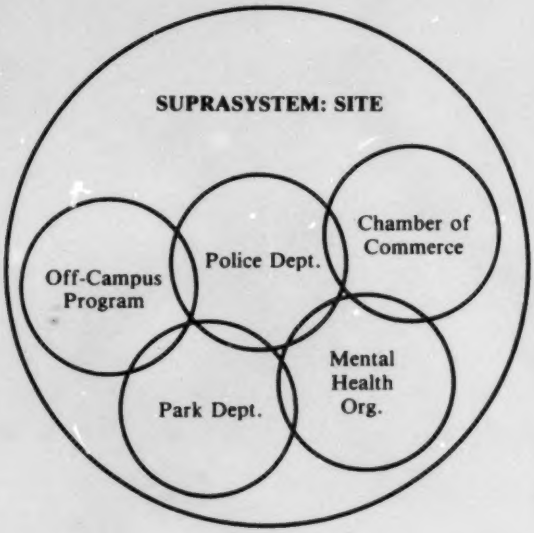
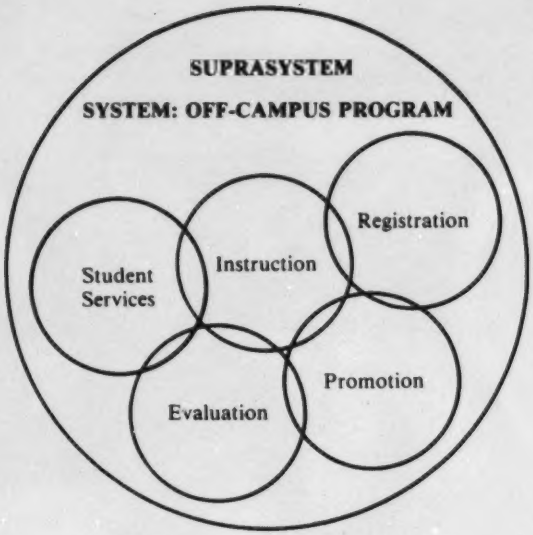




Regardless of the suprasystem, examples of subsystems for off-campus programs are: instruction, registration, evaluation and promotion.



Systems have purpose, process and content. The *purpose* of a system is the performance expectations of its product, its *processes* are the functions or activities necessary to produce the expected outcomes, and the *content* of the system refers to the persons, places and things involved in the processes.

By this time you are probably wondering what all this has to do with running an off-campus program. The answer is that these concepts can be joined to form principles or guidelines that are serviceable for you as a systems manager. The remainder of this article will present some of these principles from system theory and provide some examples of their application. Neither the principles nor their application is intended to be exhaustive, merely illustrative.

Purpose gives direction to the whole system, provides an identity for the system, determines the processes that have to be undertaken and provides criteria for selection of content.

Now let us look at some practical applications of this principle. As defined by the institution, the purpose of an off-campus program might include: to provide higher education experience for people previously neglected, to generate income, to provide teaching opportunities for tenured faculty in time of retrenchment, and/or to increase eventual enrollments on campus in upper division courses.

From the site's point of view, purposes might include: to increase use of local physical facilities, to provide a more complete set of educational opportunities locally, and/or to make community more attractive to potential businesses/industries.

Suprasystems determine the purposes and their priorities in any system including that of an off-campus program. Note that there may not be congruence between the suprasystems' purposes for a common system. Thus the university may have very different, but not necessarily conflicting purposes from those of the site.

What is important for a system manager is sensitivity to the respective purposes. For example, if the *real* purpose of an off-campus program from top university administrators' perspective is to recruit students for on campus degree programs, then one had best figure out how to count the students who eventually do show up to bolster on-campus enrollments. These administrators are not likely to be much impressed with either the initial size or continued growth of off-campus enrollments.

Similarly suppose the primary reason for a site wanting an off-campus program is to use this feature in promoting the community to potential new businesses and industries, then it will be vital to supply the local Chamber of Commerce with brochures describing programs.

While it makes no sense to begin to design an off-campus program until its purposes are spelled out to all concerned with sufficient clarity so that achievement can be measured, in reality, this often happens. This problem is compounded by the fact that the purposes of an off-campus program may change as the program matures. Frequently, a change in campus administration will create new purposes for these programs. The rules can, and do, change in the middle of this game.

Purposes may differ from one site to another; e.g., one must make a profit while another exists simply to provide service to taxpayers of an area. The university might be willing to carry a program at one site simply because it has the attention of influential legislators; other less favored sites must produce income from the outset or face extinction.

On a very substantive level, let us examine how the purpose of an off-campus program might impact upon its content and process. Suppose the purpose of one off-campus program is defined as providing *graduate* level courses as part of a master's degree program for teachers, then these courses should be designed around theories or abstractions which the teachers can take back to their classrooms to apply. Now, consider what happens to the content of these courses when the primary purpose is defined as providing inservice for teachers so they are eligible for pay increases. Here the emphasis is on meeting a need for teachers; the integrity of a graduate level credit hour is not emphasized. We might expect to find teachers sharing practical ideas, tips, methods etc. with one another in these courses and almost a complete absence of theory. Instructors, texts, physical facilities, etc. selected for one program may not be appropriate at all for the other.

As the manager of the system, the Director of Off-Campus Programs will need to exert leadership to get purposes defined initially and reaffirmed and/or modified as the program develops. To one versed in systems theory, it is natural to insist upon a clear statement of purposes at the outset of a program; however, few people, least of all university administrators, are typically system thinkers. This quest for purpose might involve having to educate others in the university or local community as to appropriate purposes that they might have overlooked. For example, university administrators may overlook or underestimate the value of the distant friends and potential fundraisers developed as a result of an off-campus program. Recognition of inappropriate purposes is important, too. This might very well be considered the case in the packaging of inservice for professionals as graudate courses. Once the purposes have been clarified, the Director is also responsible for designing the program according to its defined purposes and monitoring the program to ensure that its content and processes fit the purposes.

It is from the suprasystem that the system gets its input and it is into the suprasystem that the system sends its output to be accepted or rejected by that suprasystem.

Students are input for off-campus programs; a close look at your incoming students may indicate that many are not quite ready for college. Although often highly motivated, they may lack readiness. Accordingly, reading, study skills, and introduction to college life courses may need to be added to off-campus offerings; mathematics and writing clinics may have to be planned. The retention rate of students using these support services should be compared with that of non-users. Special new student orientation programs and periodic availability of advisors should be arranged at off-campus sites. These students' chances for succeeding are futher improved by obtaining a good match between the student and the course. This might be done by modifying the official course descriptions to make them more readable, accurate and informative. In addition, course syllabi might be available at registration so that students can get an early idea of what is expected in a course.

Faculty are another important input; special group and/or individual orientation sessions should be held for new faculty so that they will have a better idea of what to expect at off-campus sites; a panel of off-campus students sharing their suggestions for off-campus instructors could be used; experienced off-campus instrutors might share their techniques, etc. Off-campus faculty newsletters and journal articles can be used to provide ideas regarding adult learners, how to best use a longer time block, how to develop students' skills within the disciplines, etc.

The off-campus site itself is another possible input. It is important for the Director to know the site where an off-campus program is located; having this awareness will enable the Director to lead off-campus instructors to make use of the resources available. Examples of this might include a sociology professor assigning students a study project involving local subgroups existing in a northern resort community ("lakers", "locals", and "snowbirds"), a history professor assigning projects related to local historical sites, or a geology professor conducting explorations of the area. Advisory committees help increase awareness of the people, activities, history, and resources of that location.

These off-campus students may eventually feed into the site or university suprasystem where their job or academic performance will no doubt be compared with that of the traditional on-campus students. Off-campus program directors would be wise to keep in mind that their "products" or the outcomes of their programs will ultimately be received positively or negatively by someone *outside* the programs.

Membership in the system either increases or decreases the capabilities of each element of the system; it does not leave them unaffected.

Participation in off-campus programs should be highly attractive; often privileges can be provided to this group simply because they are smaller than the total group of students. For example, off-campus students might be given more options for registration such as mail in, telephone, and on site in addition to regular on-campus registration; perhaps they might be allowed to reserve class spaces in advance of registration. The campus bookstore might make mail ordering available to them. They might be sent their off-campus schedule before the regular schedule is available. The Off-Campus Program Office might remain open on weekends or weekdays after the rest of the campus services shut down at 5 p.m. for students' convenience.

Campus personnel who come in contact with off-campus students can be specially trained to display a friendly, service-oriented attitude. Here there is much to be learned from the training programs developed by McDonald's, Holiday Inn, Walt Disney, etc. People can be taught friendly and helpful behaviors. Even something as simple as role playing a student trying to register, drop or add a course, get advise-

ment, etc. can be very helpful in understanding a student's situation.

Faculty could get special treatment in that their classes might be visited by the Director (One faculty member here commented that no one had ever bothered or cared enough to visit him in his classroom in 15 years of on campus teaching!). Faculty might be telephoned after the semester begins to see if the Off-Campus Office can be of any further assistance to them, to see how things are going, etc. Special orientation sessions should be held for off-campus faculty; serving wine and cheese can make this a very special occasion. This special treatment might be extended to include the Off-Campus Advisory Committee, also.

Often it is possible for the off-campus program to exert leadership in the areas of faculty development and faculty compensation; efforts in the off-campus program can provide a model for the rest of the institution.

All of these extra efforts can result in making the off-campus program a highly desirable program in which to be.

A system's performance depends on how it relates to its larger system and to its coordinate systems.

An obvious measure of this is the strength of the relationship of off-campus students to the larger system as well as to the other parts of the system. Definite measures usually need to be taken to help off-campus students overcome their sense of alienation from the rest of the campus life. It is important that they develop a feeling of being part of the larger picture. Ways of doing this might include: providing transportation for a special open house on the campus, distributing student publications at the off-campus site, beginning classes with a few brief announcements concerning on-campus activities, and making sure that students know how a course fits into the total curriculum.

Just as it is important to integrate the off-campus students into the larger institution, so too, it is important for the off-campus program to become a vital part of the local community. Thus, the off-campus director might become actively involved in various civic organizations such as the Chamber of Commerce. The relationship between the off-campus program and the local community can also be expanded by scheduling some college concerts, dramatic performances, economic briefings, lectures, exhibits, faculty colloquia, etc. at that site.

Considering the off-campus program as a system within your institution off-campus program directors need to work continuously to build new, and strengthen existing, relationships among campus support service, faculty, staff, and administrators; i.e., coordinate systems. A periodic assessment of the number, frequency and type of working relationships the off-campus program has established would be useful.

If a system is to maintain itself, it is essential that it ensure the adequacy of its output.

This principle relates back to the purpose of that particular off-campus program as seen by the suprasystem. An example might involve the discontinuation of a program because it could not support itself. With respect to other off-campus programs it means following up on students who begin at off-campus sites, tracking their enrollment and then their performance on-campus, studying retention rates, and calculating the tuition generated over the long haul.

It would seem prudent and wise to provide regular reports answering the questions supervisors are likely to ask as well as reports providing answers to the ques-

tions one would *like* them to ask; i.e educating them to other possible purposes for off-campus programs.

This need to periodically check adequacy of the output of the system is the framework within which off-campus programs will experience continuous renewal. Gardner (19) emphasized the importance of this continued evaluation when he wrote:

> Every individual, organization or society must mature, but much depends on how this maturing takes place. A society whose maturing consists simply of acquiring more firmly established ways of doing things is headed for the graveyard — even if it learns to do these things with greater and greater skill. In the *ever-renewing society* what matures is a system or framework within which continuous innovation, renewal and rebirth can occur.

Suprasystem (environment) usually provides resources for system, thus system is judged on the way resources are used; i.e. economy of system.

Economy, at first glance, means costs/benefits in dollars and this is no different for off-campus programs. However, in addition to having this information available, a broader understanding of these terms needs to be constantly promoted, especially with respect to benefits of off-campus programs. Logging friends made for the university, potential fund-raisers, incidents contributing to positive institutional or city image and/or to broadening of taxpayers' support will provide evidence of these benefits. Reporting these in behavioral terms (dates, places, names, what was said, etc. all accurately described without any interpretation as to meaning) helps to make people more conscious of the many intangible benefits accruing to your university as well as to the Off-Campus Program site.

In order to ensure adequacy of its output, the system has to provide for: a continuous assessment of its output, feedback of this assessment into the system, and appropriate adjustments of the system using feedback as a basis.

Off-campus programs should be evaluated annually by the students and faculty, these data shared with the advisory committees (campus and host site) and the participants; decisions regarding the next year's program should be based upon these results. Examples of these decisions include course offerings, nonretention of instructors, modification of course descriptions to fit reality or vice versa, etc.

System must be sensitive to the changing needs and purposes of its suprasystem.

As in another version of the same idea, we don't know why the dinosaurs disappeared, we only know that something changed and they didn't. With respect to those sites, frequent contacts with local advisory committee, the Chamber of Commerce, etc. should be made to get a sense of projected unemployment rates or any other changes that might affect programs.

It is possible that off-campus programs could lead the way in collecting data concerning projected enrollment patterns, possible new degree programs, and potential new markets; consequently, they would be more aware of the changing needs and purposes of the institution than most other segments. Certainly off-campus programs should exert particular leadership in the area of institutional adjustment to a student population composed primarily of adults.

The number of innovations in a system is inversely proportional to the tenure of the systems manager.

As the Director of Off-Campus Programs, have plans to leave the position when

the new ideas stop coming and you no longer have a vigorous concern for quality. Constantly try to insure that the quality of your off-campus programs is not simply a function of the individual currently occupying the off-campus program office, but rather a serious responsibility that is widely and enthusiastically shared across the university and the host site.

A systems manager is one who chooses self-fulfillment by bringing people together in an organization to make something different happen.

The Director of Off-Campus Programs must develop and project a clear idea about what will be different about off-campus programs because he is in charge. This vision will include defining what is meant by quality and the persistant pursuit of this. In so doing, those of us involved in off-campus programs have found some personal and professional fulfillment.

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EARLY READING SHOULD WE? SHOULD WE NOT?

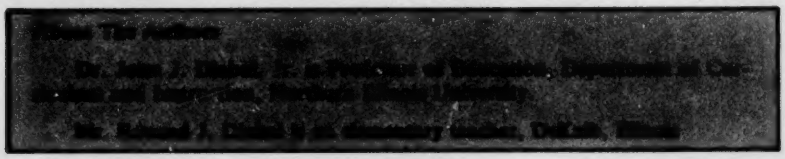
John J. Diabal and Edward J. Diabal

An extremely controversial area in education today concerns whether the teaching of reading to the very young is a good practice or a poor one. The authors will attempt to present the advocate's views of the controversy as well as those opposing formal reading instruction of very young children.

Why the rush to read? There are several suggested reasons for this academic push. For one thing, a larger number than ever of today's young parents have been to college. The nationwide decline of family size could be another reason as this enables parents to give that many more lessons, more educational games, more magazine subscriptions — just that much more attention of every kind — to every child they decide to have. Of course, there is the cold economic truth that to get Johnny ahead in tomorrow's world he will almost certainly need to develop competence in the various symbolic skills, starting with reading and continuing on up through higher mathematics. Getting right down to it in these days of inflation, energy shortages, growing unemployment, and other economic ills, parents seem mindful of the competition for good jobs, good education, and good salaries that their children will face in the decades ahead. Therefore, they are quite anxious to do whatever they can to get their youngsters off to a good start.

In an article by McGrath, a suggestion is made that the social and economic factors are only part of the story behind this surge in earlier learning. It is believed a more specific cause is a recent shift that parents used to be taught that children were born to a certain I.Q., and in spite of what happened at home or in school little would change this fixed aptitude. In the past, preschool years were basically for learning to walk, talk, and get along with others. Today parents are told that the preschool years constitute a very critical period for the development of intelligence, affection and creativity. Parents get the message that if their child does not get the basics down intellectually during the first few critical years or so, there is a concern that he may never catch up intellectually.[1]

Nancy McGrath, a free lance writer who specializes in family issues, states that the idea that there is a special importance in what a child learns (or doesn't learn) during the very early years is what propelled projects like Head Start. Indeed, such data inspired the television show "Sesame Street". Early learning has been promoted through television, various handbooks, magazine articles, newspaper columns on child care, and toy companies' marketing strategies whereby parents are urged to buy certain baby toys for their children and not because they are fun, but because they "promote congnitive development" and "encourage perceptual skills." The hundreds of commercial promotions, as well as personal recommendations by highly acclaimed doctors, psychologists, and educators, concerning the "critical period" theory has so taken hold that today's parents are sometimes afraid not to pay attention to developing a young child's brain. They also fear that ignoring



all of this more formalized instruction in early years might extensively stunt their child's social or intellectual potential.[2]

It is of no surprise that parents exhibit such a concern when they are continuously confronted with advocates of early learning. Among the most ambitious books of the advocates viewpoint is *Give Your Child a Superior Mind* by Siegfried and Therese Engelmenn. The book maps out a five-year preschool curriculum that would have children working algebra problems before they enter kindergarten.[3] In one way or another, the starting-teaching-early message has reached a wide audience.

McGrath suggests that among all of the skills children could possibly acquire early, parents clearly pay most attention to reading. Preschool reading has become quite common. Many local libraries now have several books directed to parents who wish to teach their two-, three-, and four-year-olds to read at home. These books offer many approaches ranging from phonics games, flash cards with foot-high letters, and even one entitled *Teach Your Child to Read in Sixty Days* which was written by Sidney Ledson who reduces the whole process to piles of raisins which a teacher or parent is to hand out individually to the child as a reward for each word correctly read.[4]

Being a controversial issue, what do the people on the other side of the fence have to say about teaching reading in a structured way to the very young? Many who have observed this widespread precocity are quite unhappy about it. Many experts are now encouraging families to put on the brakes. Many, such as Columbia's Patrick Lee, believe the critical-period hypothesis has been vastly over applied. Quite obviously, most parents probably stop short of attempting to teach algebra to their four-year-old or of bribing children to learn to read with payments of food. However, Dr. Lee and a growing number of other psychologists and educators are convinced that the early learning push as it is practiced among many of the middle and uppermiddle class families today can be a dangerous and detrimental approach. Some psychologists even suggest that early reading can backfire upon its underlying intention and can end up actually damaging a child's intellectual capacity in the end.

One of the early learning critics' biggest concerns is the hazard of putting too much pressure on a child. Without disputing the many benefits of extra stimulation and attention during the early years, they mention that unrealistically high standards will make a child feel anxious as they warn parents against making learning into a chore or a performance.[5] Their arguments raise interesting questions about ways in which children learn and possible side effects of speeding up intellectual growth.

To begin with, several educators make the point that if the early learning which the child acquires dwells on rote memorization, it is basically of little use. Dr. Ann Lucas, Professor of Psychology at Fairleigh Dickinson University in Tenneck, New Jersey, comments: "What you end up with is a verbal superstructure built on sand." She continues, "Adults can give children the language — labels like 'so' or 'gravity' or 'two months ago' — but as far as real learning is concerned these are no more than labels of empty pictures."[6]

Lucas suggests preschoolers need an extensive amount of concrete experience, lots of opportunity to handle things without necessarily being preoccupied with concept. She suggests that even on "Sesame Street," where the lessons are definitely tailored to preschoolers and considerable effort has been made to present concepts through concrete imagery, the child's experience is still basically visual and auditory, and any comprehension of new ideas a child receives is likely to be vague. Lucas stresses the need for children to have hours of time to simply manipulate things with their fingers, to explore their world. She states that nursery school, kindergarten,

and even first grade is too early for many children to deal with symbolic learning.

Hanna K. McElheny, coordinator of the lower school at the Bank Street School for Children in New York City, states that a great many things can and should be learned by three to five year-olds, but reading and math are not the most important. She stresses the need to master physical skills as well as social skills where he learns to express himself in an apropos manner whether it be negative or positive feelings. Having this task may leave little time for learning to read. According to McElheny, "Reading is a skill. Anybody can learn a skill. A skill is so you can do something with it. For what is important? What has it gained a five-year-old or a three-year-old if he's learned to decode syllables early? Most early readers come out in the end the same as a child who reads at six."

The most extreme early learning critics suggest refraining from any abstract intellectual exercise with a child until they are at least six-years-old. They feel that making children view the world in abstract terms at too young of an age can limit their understanding of the world. It can destroy their natural intuition of things. Getting right down to it, they feel a child can lose creativity, lose the ability to be playful with ideas, the ability to make up metaphors, the ability to think of an unusual and possibly better solution to a particular problem.

Dr. Raymond Hock, Philosophy of Education Professor at Drake University in DesMoines, Iowa, states, "If the emphasis is too much on pleasing the adult rather than on developing curiosity, the child may want so much to please that she won't give herself permission to risk being wrong." He goes on, "This kind of learning can inhibit originality by discouraging a child from ever taking an intuitive leap."[1]

All in all, Hock, as well as Lucas, Lee, McElheny, and other experts, are all basically advocates of early learning, if this learning is of the right sort! They believe teaching a child nothing for the first five years of his life is every bit as harmful and extreme as cramming symbols down his throat before he is ready. In their opinions rigid workbooks, instructive talks, and formal lessons devoted to numbers and letters is not the way a parent should teach a very young child. They feel that the best way to develop a youngster's brain, one-, three-, or even five-year-old is to give him ample opportunity to learn for himself.

The authors, along with many reading experts, advocate early learning of an appropriate nature. Teaching a child nothing during the first five years can be as harmful and extreme as pressuring him with abstract symbols before he is developmentally ready. It is the authors' belief that a very large percentage of reading failures among persons of all ages have been created by schools and parents in their anxiety that all must read by the time they reach the chronological age of six. Most children will not be developmentally ready to handle abstract intellectual exercises involved with reading until they are seven or eight years of age while some may be ready by age four.

Continuing professional educators should be encouraged to have courses developed for parents and teachers stressing a wide range of concrete activities which would provide the foundation for positive reading success when they are in fact ready to handle symbolic abstract concepts. Such efforts could substantially reduce the number of people who are considered to be reading failures.

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1981 INDEPENDENT STUDY SURVEY RESULTS

M. Edward Ratliff

Independent Study has proven to be a significant incentive for graduate students at Ball State University. Recently, a survey of independent study students enrolled in correspondences courses through the Independent Study Program at Ball State University has been completed by Dr. M. Edward Ratliff, Director of the program, and Donald E. Hamilton, a Ph.D. candidate at Ball State. Questionnaires were sent to 500 active independent study students resulting in a 38 percent return. This survey was conducted in an attempt to follow up on a survey made by Dr. Ratliff in 1974.

The results of the 1981 survey have many similarities to the 1974 survey, but there are also some interesting exceptions. Keeping the same ratio as in 1974, more than three times as many females responded to this survey as males. In 1974, 81 percent of the respondents were under 40 years of age while in 1981 the figure was 86 percent. In both surveys, though, only 3 percent of the respondents were over 60 years old.

Quite possibly the most significant difference between the surveys involves the marital status of the students who participated in these two studies. In 1974 twice as many respondents were married as were unmarried while a majority in the 1981 survey were either divorced or unmarried. This could indicate that more "traditional" on-campus students, who are less likely to be married, are enrolling in correspondence courses. This view may be reinforced by the fact that in 1974 85 percent worked either full or part time as compared to 67 percent in 1981.

Respondents in both surveys were asked in what state they lived and the size of the cities in which they lived. The results showed that approximately 90 percent claimed Indiana residency. Also, in 1974, 80 percent of respondents lived in cities of less than 100,000 population. The 1981 survey, however, revealed that 86 percent fell into this category.

In both surveys respondents were also asked if they were taking an independent study course for the first time. Eighty percent in 1974 were taking their first independent study course, but in 1981 the figure dropped to 62 percent. This could indicate that independent study students are taking more independent study courses than previously.

The 1981 survey presents a great deal more information than the 1974 survey. One question asked in 1981 but not in 1974 was where or from whom the respondents learned about the independent study program. Sixty-six percent became aware of independent study from either another independent study student or from the independent study brochure, and 18 percent said they had heard of the program through their college curricular advisors. Only 1 percent, though, learned of independent study through their high school counselor.

Respondents were also asked about instructor contact, and 84 percent felt it was

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adequate. Those who were not satisfied with instructor contact usually complained that either instructors were slow in returning completed lessons or were unclear in their written comments on students' papers.

On one question, however, there was nearly unanimous agreement. Ninety-nine percent found contacts with independent study personnel to be helpful. Respondents cited numerous examples of independent study personnel going far beyond the call of duty.

Students were also asked if they were pursuing a degree. Eighty percent were seeking an undergraduate degree in addition to the 7 percent who already possessed at least a bachelor's degree. Of those pursuing an undergraduate degree, nearly 90 percent were working toward either a bachelor of science or a bachelor of arts degree.

When asked how many independent study courses they had taken, 46 percent said they had taken or are taking at least two independent study courses. Twenty percent of that number had taken or are taking four or more independent study courses. Also, one out of ten respondents indicated that they had taken independent study courses through other institutions. Furthermore, 84 percent would take or might take another independent study course.

The final question on the survey asked the respondents to make any additional comments concerning the independent study program. The participants in the survey offered some very interesting suggestions. More than one respondent wanted to see more courses added to independent study, especially more math courses. Other students proposed additional courses in areas such as marketing, business law, finance, and psychology while yet others requested that physical education courses be added to independent study. This recommendation has already been acted upon, though, by the development of an independent bicycling course. It was also suggested by many respondents that the independent study program be advertised more fully so as to reach adults who for any number of reasons are unable to attend on-campus classes.

All in all, the results of this 1981 survey are quite encouraging. Since definite student interest and approval were expressed, it follows that the potential for serving adult, part-time learners through the Ball State University Independent Study Program is even greater than before.

INDEPENDENT STUDY
Summary Statement of Surveys
July, 1981 and October, 1974

1. 1981: 38 percent return.
   1974: 43 percent return.

2. 1981: Three times as many females as males enrolled.
   1974: Over three times as many females as males enrolled.

3. 1981: 86 percent under 40 years of age.
   1974: 81 percent under 40 years of age.

4. 1981: 3 percent over 60 years of age.
   1974: 3 percent over 60 years of age.

5. 1981: Majority of respondents are either unmarried or divorced.
   1974: Twice as many married as single.

6. 1981: 61 percent of respondents have no children.
   1974: no data.

7. 1981: 67 percent of respondents work full or part time.
   1974: 85 percent of respondents work full or part time.

8. 1981: 88 percent of respondents are Indiana residents.
   1974: 90 percent of respondents are Indiana residents.

9. 1981: 86 percent live in cities of less than 100,000 population.
   1974: 80 percent live in cities of less than 100,000 population.

10. 1981: 62 percent of respondents are taking an independent study course for the first time.
    1974: 80 percent of respondents are taking an independent study course for the first time.

11. 1981: Only 1 percent of respondents learned of independent study through their high school counselor.
    1974: no data.

12. 1981: 66 percent of respondents learned of independent study either from another independent study student or by reading the independent study brochure/catalog.
    1974: no data.

13. 1981: 84 percent of respondents felt instructor contact was adequate.
    1974: 80 percent would like more instructor contact.

14. 1981: 99 percent of respondents said that contacts with independent study personnel were helpful.
    1974: no data.

15. 1981: 80 percent of respondents are pursuing an undergraduate degree.
    1974: no data.

16. 1981: 7 percent of respondents already have a B.S. degree or more.
    1974: no data.

17. 1981: Of those pursuing an undergraduate degree, nearly 90 percent are working toward a four-year degree.
    1974: no data.

18. 1981: 46 percent of respondents have taken or are taking at least two independent study courses.
    1974: no data.

19. 1981: 10 percent of respondents have taken or are taking 4 or more independent study courses.
    1974: no data.

20. 1981: 11 percent of respondents have taken independent study courses through other universities.
    1974: no data.

21. 1981: 84 percent of respondents would take or might take another independent study course.
    1974: 50 percent of respondents would take or might take another independent study course.

SUCCESSFUL MARKETING OF CAREER AND PROFESSIONAL DEVELOPMENT PROGRAMS: A CASE STUDY

Donald Shandler

The use of a noncredit programmatic umbrella has significantly contributed to the marketing potential of new programs at Southern Illinois University at Edwardsville. Offerings previously presented as single and unrelated entities are now carefully positioned under one of the following labels: Career and Professional Development, Community Programs, Conferences and Institutes, and Short Courses.

Each program offered under each of these umbrellas is carefully conceived as a *tactical action* that would enable our Office of Continuing Education to achieve a number of broader and more strategic goals in additon to generating headcounts and dollars. An examination of the previous year's programs would indicate that these representative goals were: (1) to offer a broader variety of noncredit programming appropriate to the level of a senior institution; (2) to encourage the development of new formats and delivery systems; (3) to increase the credibility of the office among other academic units. We even achieved an unscheduled "success" as a result of excellent SIUE University News Service's coverage of this programming. The office received the National University Continuing Education Association's First Place Award of Merit for a promotional Campaign for an Institution.

There are no magic marketing formulas adaptable to all programs or settings. However, the use of one particular classification, "Career and Professional Development," resulted in well attended, income producing programs appropriate to our role as a senior institution. What follows is a short description of this programmatic cluster and six specific programs offered under this umbrella.

Career and Professional Development Program Criteria

In the same manner that the Office of Continuing Education delineated four broad program umbrellas to position specific activities each umbrella required careful analysis. Simply labeling an offering "Career and Professional Development" would be meaningless if the reason for using that classification could not be justified. The four unique characteristics of each Career and Professional Development Program can be described as: (1) providing curricular extensions of academic units of the university; (2) responding to cutting edge educational issues as they directly relate to the professional field; (3) emphasizing intensive and well designed learning experiences using sophisticated techniques of instructional technology; (4) piloting new and significant continuing education programs that have potential for long range development by individual schools of the University and other academic units.

About The Author

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Six Test Programs: Descriptions and Characteristics

The following six programs were noncredit offerings built on a cost recovery format and each program recovered the direct and indirect expenses directly associated with it.

1. **Fundamentals of Industrial Hygiene**

   Description

   This fundamentals course was designed to introduce an individual to the discipline of industrial hygiene. Along with receiving a solid foundation in the fundamentals of hazard recognition, participants also were given instructions on industrial toxicology, permissible exposure limits, occupational diseases, air monitoring, biological monitoring, noise exposure and control, ventilation and air contaminant control, respiration program, pulmonary function testing, and industrial medical surveillance.

   Characteristics

   A short course was offered by the Department of Chemistry for six consecutive Saturday mornings from 9:00 a.m. to 12:30 p.m. A team of nine instructors, representing industry and government, presented weekly programs in teams of two, under the leadership of a program director. The cost for the program was $235 per person and included course materials, refreshments and a dinner at the conclusion of the course. Each participant earned a total of 2.1 Continuing Education Units.

2. **Concrete in Construction**

   Description

   Developed particularly for field and office personnel who specify or use concrete, the program highlighted correct construction and inspection procedures, as well as identification and solution of field problems.

   Characteristics

   Classroom instruction and hands-on demonstration were used and class size was restricted to encourage discussion between instructors and participants on real construction problems. (An instructional team of three individuals from industry and the university was employed.) The one-day workshop, which started 7:30 a.m. and ended at 5:00 p.m., cost $45.00 and included textbooks, coffee breaks and a luncheon. The program was sponsored by the Construction Program of the Department of Engineering of the School of Science and Technology.

3. **Basic Alcoholism Counseling**

   Description

   A professional development program for alcoholism counselors including four units: Basic Alcoholism Counseling, Intake Assessment and Treatment Planning, Treatment Process in Alcoholism Counseling, and Prevention Outreach.

   Characteristics

   A cross-disciplinary training team of university and field-based professionals representing the School of Nursing, School of Education, Delinquency Studies Center and several human services agencies presented the program.

The instructional units were presented in four two-day workshops over the space of four months. Instructional materials utilized a competency-based training program developed by Southern Illinois University at Carbondale under a grant from the Illinois Department of Mental Health and Developmental Disabilities. The cost for the entire eight days of instruction, including course materials, refreshment breaks, and parking was $155.00 per person. A total of 4.8 Continuing Education Units were awarded for attending the entire program.

4. **Creative Caring: Innovations in the Treatment of Chronic Clients**

Description

This program initiated a year-long series of workshops and conferences concerning health care issues. It addressed ways of dealing with diminishing resources in the face of increasing workloads, and it also explored new approaches in dealing with the demanding day-to-day problems of the chornically ill.

Characteristics

A two-day midwestern community mental health conference jointly sponsored by the Department of Sociology and Social Work and the Day Treatment Program of the Madison County Mental Health Center. An instructional staff of eighteen presenters, including keynoter speakers from the Department of Psychiatry at the University of Southern California Medical School and the Institute for Child Study at the University of Maryland, met in community and subgroup learning sessions. Cost of the two day program, including luncheons, was $45.00.

5. **Role Models for Women on the Move**

Descriptions

A day-long workshop for career-minded women seeking an opportunity to: meet women who have reached top-level positions in a variety of career fields, learn what it takes for a woman to make it up the career ladder, share problems and solutions with other career women, learn how to help yourself move up, and begin to develop a personal contact network.

Characteristics

The workshop utilized keynote community sessions and a panel discussion. An all-female group of presenters represented successful middle to senior management personnel in the areas of university administration, media, marketing, city government, banking and the military. The $20.00 registration fee included coffee break and luncheon.

6. **Up From the Typewriter**

Description

A program for women seeking to move into alternative career fields or advancement in their current field. Emphasis on workshop activities helping to: identify and build upon participants' skills, develop a managerial attitude, learn how to go after the job you want, learn how to present yourself to your best advantages.

Characteristics

A one-day workshop program, sponsored by the Office of Continuing Education, including keynote address, panel and career skills workshops on such topics as resumé writing and job hunt skills. Instructors presented business, banking, utilities, and university perspectives. The cost for the program, including luncheon, was $28.00.

A Summary of Marketing Successes

The individual and collective success of the previously described Career and Professional Development programs was not mere accident. As previously indicated in the introduction to this article each program was considered a tactical action. It was both an academically sound educational activity and a well positioned marketing offer.

Currently, a ½% to 1½% return rate is an acceptable response pattern for direct mail marketing. Ironically, one university's advertisement for a seminar, which was mailed to 40,000 people, resulted in only 36 enrollments or 1/10% response. With this in mind, I am proud of our office's efforts as indicated by the following summary of the six programs.

Summary of Activity

Title of Program	# Mailed	# Reg	% Return
Fundamentals of Industrial Hygiene	1,100	35	3.2
Concrete Materials	1,783	61	3.4
Basic Alcoholism Counseling	2,904	38	1.3
Creative Caring	5,303	111	2.1
Role Models for Women on the Move	2,434	68	2.8
Up From the Typewriter	1,791	68	3.8
TOTAL	15,315	381	2.7% (Average)

Several Recommendations

The result of this combined program development and marketing activity was, I hope you agree, most rewarding. Other programs that have folowed under the Career and Professional Development Program have enjoyed similar successes. Out of this experience I would like to share with my fellow continuing educational professional several recommendations as you pursue similar goals.

1. There are no short cuts to marketing successful program. Solid educational design, not flashy brochures, must be the obligatory starting point.
2. Individual programs must be conceived as tactical actions to achieve broader programmatic goals.
3. Each new program should exhaust the rich potential of your own university's curricular offerings. (Don't merely copy your neighbors programming like the summer stock season of warmed over Broadway.)

4. Avoid stumbling, having neither plan nor direction, to connect one "fun" or "lucrative" program to another. Know where you are going and how to get there.

5. Think boldly. What unique contribution can your institution make to the community on a local regional and even national basis?

6. And quite similarly, bold thinkers are not afraid to fail. One of my favorite playwrights, August Strindberg stated, "I have made an attempt. If I have failed there is time to start again."

7. Perhaps you might even call a staff meeting to discuss the various concepts and examples presented in this article as they relate to your current strategic planning activities.

At the very least I would like to hope that I may have encouraged more of my colleagues who represent the varied providers of continuing professional education to share, as I hope I have demonstrated, their successes — and perhaps even failures, in the spirit of our rapidly growing profession.

HRD: THE TIMELY OPPORTUNITY

John J. DeRolf

We who call ourselves practitioners or professors of adult education have witnessed a most interesing phenomenon during the last quarter century and particularly the last decade. It is even possible that we may have had more than a bit part in the unfolding scene. Our society really has become an advocate and consumer of lifelong learning. It may well be that there was no realistic alternative to this societal "change of heart." Certainly with knowledge doubling every two to three years now, such conversion to a learning society would logically be irresistable. For business, industry, government and a myriad of social service agencies, as organizations, the value of learning for both management and employees is consistent, realistic, and most importantly, necessary. There is a demand as never before for education and training to aid the efficiency of production whether products in the familiar sense or services. This education and training is through units generally designated as having a human resource development (HRD) function.

Leonard Nadler in his *Developing Human Resources* identifies HRD by giving its three main components: (1) training — to improve performance on an existing job, (2) education — to improve skills and knowledge for a different position, and (3) development — preparation of employees with skills and knowledge to change with organizational direction at times for jobs that do not now exist.[1] Here we are dealing with that arm or section within the corporate entity charged with using training and education as intervention techniques.

We who are professionals in higher adult education should see a real opportunity in the field of training, because training directors do much the same thing that we have learned to do as practitioners. The opportunity to involve ourselves as adult educators in various ways in this great and growing enterprise of education and training outside the walls of academe is a challenge and an opportunity that cannot go unheeded.

Challenge and opportunity are all too often taken from the lexicon of the faithful in adult/continuing education. They are our "motherhood" and "apple pie." But how is there a challenge and what is the opportunity? A look at the tasks of the industry, business or agency training director should give us some insight. If we do not understand the different facets of the role of training director and his or her unit, we cannot know how to be of service.

The American Society for Training and Development (ASTD) prepared a report of a major study in 1978 entitled *A Study of Professional Training and Development Roles and Competencies* which is much cited in the literature. From this study emerged a very broad spectrum of tasks and competencies.

1. conduct needs analysis and diagnosis
2. determine appropriate training approaches
3. design and develop programs

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4. develop material resources
5. manage external resources
6. manage internal recources
7. plan individual development and counseling
8. conduct job and/or performance related training
9. conduct classroom training
10. work on group and organizational development
11. research the training field
12. manage working relations with managers and clients
13. manage the training and development function
14. keep up with professional self-development

This list was the product of a substantial effort with 2,790 training directors surveyed.

If you look at the list, you are immediately struck with the parallel between the perceived tasks and accountabilities of the training director and what we would expect of an adult and continuing studies administrator in an educational institutional setting, whether that person be a dean, director, or coordinator. Any major position description with tasks included would overlap with those listed for the ASTD study to an unusual, if not unexpected, degree. One could say that training directors perform essentially the same tasks and must possess the same competencies that those who manage the adult and continuing education programming units do in colleges and universities, cooperative education program, and well-developed adult high school programs.

We can look at master's degree programs under the generic title of adult education and find that these degree programs attempt to prepare students with those same competencies to deal with tasks of the same general nature. Many such programs demand experience in an adult education operation broadly conceived, so that involvement in training and education with business, industry, government, labor or social service agencies meets that requirement. If no experience in adult education exists in the background, at least none sufficient for a waiver of the requirement, a degree applicant will then be involved in an internship in some aspect of adult education, quite possibly with a training and development staff outside of institutions whose primary function is that of education.

Other lists of competencies, tasks, and roles have been developed. The short list of roles developed by Neal Chalofsky and Joseph Cerlo for government trainers might serve as representative. These authors identified four roles the trainer must possess. He or she must be a (1) learning specialist, (2) consultant, (3) program manager, and (4) administrator.[2]

A brief scrutiny indicates that those of us who are practitioners in adult and continuing education, as well as the professors who teach about the adult enterprise, are knowledgable concerning these roles. There can be no question that the learning specialist, program manager and administrator are functions that we can perform and/or teach. The role of consultant is usually considered as the giving of expert advice within the greater scope of the organization as to the use of education and training as many of us "consult" in our colleges and universities.

Currently there is no set preparation for trainer specialists — practioners of HRD. Ron Zemke in *Training/HRD* discussed a study carried out with trainers from companies in the Fortune 500 group primarily in New York City.[1] The findings were interesting: (1) over half the training staff had four or more years of college — 23.1 percent had bachelors degrees and 30.8 percent had masters degrees (2) a breakdown of the subject matter reveals 28.2 percent with a major in psychology, English 12.8 percent, management 12.8 percent and education 7.7 percent (3) the fields reported by the trainers as most relevant were speech communications, business administration, education and psychology. It would seem that the adult degree programs housed in schools or colleges of education have much to contribute in meeting the training specialists' needs. The degrees provide administration and management courses to develop those skills, education psychology relates to adult learning theory and life stage development, education generally can relate to strategies for learning and use of media and evaluation techniques. Communications is taught as a part of administration and group dynamics most typically.

We in university based adult and continuing education can view human resource development as a timely opportunity for involvement in three major ways. First, those of us in higher education that teach students in adult education degree programs who would like to attract students already working in education and training in a non-school educational setting, there is a very real incentive. Some of our universities have felt the pinch for students so that semester credit hours (SCH) generated are important, and we are led to believe that the full time equivalent students (FTE) are the academic coin-of-the-realm at public institutions of higher education. Another important aspect of providing higher educational preparation for those in training is that they are primarily a clientele that has not turned to higher education in great numbers. Thus attracting these students does not just result in merely a shuffling of FTE generation from one department or school to another.

Two factors will militate to bring trainers and training personnel to adult education/training degree programs in numbers never before realized. The first is that there are more degree programs of that kind available now. Secondly, the educational training specialist in business, industry, government, labor, and social service agencies is being asked to do and know more and as an outgrowth the group is moving toward professionalism. This means that more and more the individual in training will be looking to formal education for some of the knowledge and skills necessary for the educator/trainer to accomplish his or her tasks as well as to establish a recognized credential.

The second major opportunity for professionals, whether practitioners or professors in adult and continuing education at colleges and universities, is to serve as consultant to existing HRD units in non-school settings. The use of consultants in content areas has been a well-established practice for years, particularly in business and industry. Therefore the services of qualified professionals in such areas as human relations including communication, learner characteristics, adult learning theory, instructional methods, and evaluation to cite only a few major areas should be of importance to the HRD training specialist. This is not to say that the HRD training specialist is not knowledgable in these areas but like all of us he or she will have relative areas of strength and weakness. The consultant approach should help in bolstering the amount of expertise the HRD training specialist can bring to bear on a problem situation. For the adult/continuing education specialist from higher education, it allows an opportunity to deal with industry or agency training problems in a real and specific way. That environment provides a great learning opportunity for the higher education specialist while at the same time he or she provides theoretical and/or operational information and contributes directly to help solve

training and education problems in the field. This information provides feedback which can positively affect content and organization of degree programs and improve practice in continuing education outreach units at the college or university so that ideally all may benefit.

The acid test in the consulting process is whether or not university personnel provide real substantive help. If that happens, the credibility of the adult education professional from higher education is enhanced. He will be looked upon as a producing, valued resource. We must not forget that in non-school settings the bottom line is profitability in dollars generated or services provided depending on the nature of the enterprise.

The third major area that collegiate adult education professionals may wish to look to education and training in non-school settings for is alternate employment. At a time when business and industry are increasingly recognizing the worth of their training and education programs, many higher education institutions, under the twin pressures of growing austerity and growing inflation, are committing less to the service function. Some universities are decentralizing the continuing education service function in the misguided hope that it will be more cost efficient (perhaps through use of tenured faculty no longer needed or prepared in areas of academic need). To the extent that professionals in adult education at colleges and universities face this reality, they should be prepared to consider alternative employment that can be rewarding personally and financially. Education and training programs in the non-school sector would seem to be likely places to consider. The activity is in many ways the same, the transfer of skills would be nearly total. The ideal of the aim of education and training which has made our college and university work personally rewarding is also found on the "outside."

In this section, an attempt was made to consider briefly reasons why professionals in adult and continuing education should be interested in HRD. Some of the interest comes from building programs and generating numbers of students to justify our existence and the opportunity for consulting for personal remuneration to be sure but also to function in the real world with training programs that just may benefit from the involvement. Indeed our classes in adult education may be the better for our experiences in education and training outside the university because we will refine our perceptions of the needs there and thus improve the relevance of our classes and the nature of university outreach programs. Lastly, a consideration of training in a non-school environment was advanced as an alternative consideration for employment.

Several reasons have been advanced for adult educators at college and universities to involve themselves in training and education programs or human resource development. It is hoped that the reader finds some of this line of reasoning plausible. Certainly an examination of the expanding extent of HRD activities should convince some that this is not a passing concern. The extent of HRD acitivites is greatly underestimated but is one which will be with industry, business, government and various social service agencies even to a greater extent in the future.

A study surveying 610 firms with over 500 employees undertaken by the Conference Board of New York indicated that these firms expended over two billion dollars on employee education and training in 1974-75. Some 3.7 million employees from these firms participated in in-house courses taken during working hours while 700,000 were enrolled in company sponsored courses on employee time.[4] During the same year an estimated four billion dollars was expended across the country for this purpose. Between 1976 and 1982, it was estimated that education and training would grow 83 percent.[5] A study of 113 companies indicated that 71 percent reported hav-

ing training development facilities and staff, and they expect 60 percent growth over the five years starting in 1977.[6]

Beverly McQuigg, a supervisor in training and development, gives us further insight into the extent of education and training.

> Most training and development takes place on the job and includes the costs of initial training; retraining each time a job function changes, a new piece of equipment is installed, or a new method or product is introduced; more training each time our employee changes jobs; and replacement training for each new employee.[7]

These few figures and observations do indicate a large and growing endeavor.

If we are to move aggressively to take advantage of this opportunity then we must get to know the operations of training specialists in industry, business, the military, government, various agencies, etc. One way is to join the national and local units of the American Society for Training and Development. The national organization will provde valuable information while the local can provide equally valuable contacts to open doors to a common purpose and opportunity. This approach will work for access to some of the education and training programs, for others you will have to analyze your community for appropriate means of contact. For those of you in adult education who haven't looked into HRD — do so now.

Footnotes

1. Leonard Nadler. *Developing Human Resources.* (Austin, Texas: Learning Concepts, 1979) pp. 40-110.
2. Neal E. Chalofsky and Joseph A. Cerlo, "Professional Development Programs for Federal Government Trainers." *Training and Development Journal.* December, 1975, pp. 3-7.
3. Ron Zemke, "Trainers: Who They Are, What They Think," *Training/HRD,* February, 1979, p. 18.
4. Anthony E. Schwaller, "The Need for Education/Training Programs," *Phi Delta Kappan.* January, 1980, p. 322.
5. *Ibid.*, p. 323.
6. Diane Gayeski, "Educating the Training Professor," *Training and Development Journal.* August, 1981, p. 60.
7. Beverly McQuigg, "The Role of Education in Industry," *Phi Delta Kappan,* January, 1980, p. 324.

RESEARCH ON TEACHING AND LEARNING STYLES: IMPLICATIONS FOR TEACHER EVALUATION

Nolan Armstrong, Frank Lanning, and John J. Dlabal

In a recent study of department heads from 134 universities involving criteria for evaluating faculty, it was found that teaching was considered slightly ahead of research.[1] In many instances, however, university professors believe that most of the variance for evaluating faculty will come from the research and writing demands, not from teaching effectiveness. Although professors are reluctant to accept the increasing role of students in university governance and evaluation, students have increased their attention to the teaching function of the university.

Student evaluation of university teaching has produced considerable controversy and study about teacher effectiveness. Most of the research, as yet, has done very little to reduce the controversy. A major thrust of this research has been to consider some of the variables that seem to influence students' perceptions about the quality of teaching that they are receiving.[2] Such variables as seating patterns,[3] grades,[4] salary,[5] and course content[6] are just a few of these variables that seem to influence the evaluation of university instruction. The diversity of findings of many of these studies, at this time, seems to suggest that the validity of some of these variables is suspect.

One area that appears to be important to the problem of more effective teaching and teacher evaluation is that of learning styles or learning acquisition preference. Research of learning style preferences has included psychological and cognitive dimensions such as: (1) field-dependence/field-independence, (2) reflectivity-impulsivity, (3) locus of control, (4) fluid-crystalized intelligence, (5) abstract (random/sequential)-concrete (random/sequential). Because learning styles research is focusing on the ways individuals prefer to obtain and process information, it becomes apparent that appropriate teaching strategies are needed to complement various learning styles. This matching of teaching and learning styles would also seem to be an important variable in how students evaluate teaching. A university teacher overly dependent on a limited lecture or explanatory approach, generally, cannot expect that such a teaching strategy is going to match the diversity of learning styles to be found in any college or university class. The student's evaluation of their teaching efforts will suffer accordingly.

As the increasing use of student evaluations of teaching becomes more a factor in university instruction, it may become important that the following concerns be developed for improved teaching and evaluation:

- More awareness be developed of the learning styles of college students.

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- The university teacher recognizing his/her potential and limitations of his/her own teaching strategies.
- Developing instructional strategies to match different learning styles.
- Helping university students adapt their learning styles to instructional strategy of the teacher.

A study in progress involving Kolb's Learning Style Inventory utilizing one sample of 25 students provided the following results. The Inventory measures preferences in four areas:

A. Concrete Random

B. Concrete Sequential

C. Abstract Random

D. Abstract Sequential

Four short descriptions of teaching styles were written to represent the four basic categories of Kolb's Learning Style Inventory. Students were asked to rank, on the basis of description, the teaching style in order of their preference. This sample of students gave 60 percent of their combined first and second choices to descriptions representing concrete random/sequential teaching styles and 40 percent of their combined first and second choices to descriptions representing abstract random/sequential teaching styles. The results of this preliminary sample suggest a preference for teachers that utilized concrete examples in their teaching.

If professors are to be rated favorably in the eyes of their students, an effort must be made to adapt their teaching styles to the varied learning styles of their clients. Preliminary results of this research are very exciting and suggest that professors can be more effective if they adapt teaching styles to the varied learning styles of their students. Additional research will provide more conclusive evidence.

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Annual Conference Message

GREETINGS to ACPE membership from Muncie, Indiana. Your annual conference will be held on Ball State University campus for the third time in its history. A program has been planned with the theme "Computers in Education." It is my desire as president that you will consider attending this conference and that you will find it a worthwhile investment of time and money. A special invitation is extended to spouses and retired members. Join with us on May 2, 3, 4, 1982.

Ed Ratliff
President, ACPE, 1981-82

Ball State University Extends Its Welcome to ACPE

As President of Ball State University I wish to extend a warm invitation to the membership of the Association for Continuing Professional Education to attend their 1982 national meeting on May 2, 3, 4 on our campus. I under that this is the third time the association has held its national meeting in Muncie.

It is my hope that the association's membership will enjoy our Hoosier hospitality and will find their educational experience professionally rewarding.

Robert P. Bell, President
Ball State University

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